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AUTHOR	Holley, Freda M.
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ABSTRACT

Evaluation of the Austin Independent School District Elementary and Secondary Education Act (ESEA) Title I Migrant Program involves collecting and disseminating information relevant to eleven decision questions addressing both the system and program levels. At the system level are questions of whether the district should have a migrant program and how coordination with other programs should be improved. Nine program level questions are concerned with such subjects as changes in academic areas and expansion or modification of ancillary services, recruitment procedures, parental involvement programs, and staff development. Three basic types of data are required: needs assessment, process, and outcome data. This document summarizes the information sources for each area covered by the evaluation. An overview of each decision question includes evaluative questions and objectives, information sources for the data needed, and the date the information is due. Another portion of the document summarizes information sources on migrant students, i.e., various tests, teacher reports, interviews and numerous forms and questionnaires. Also included are a timetable listing the data to be collected by various school personnel, a description of the program itself, and a table entitled "Evaluation Time Resources Allocation Summary." (DS)

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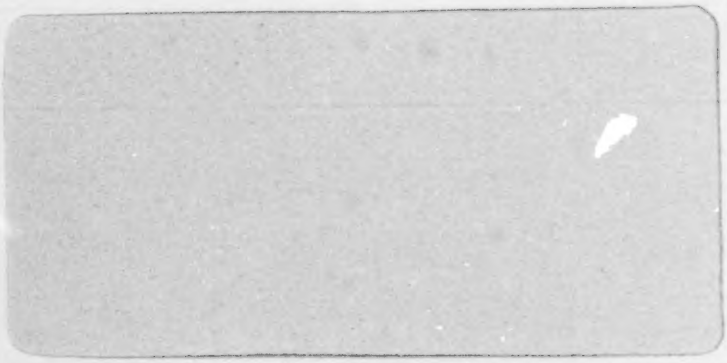

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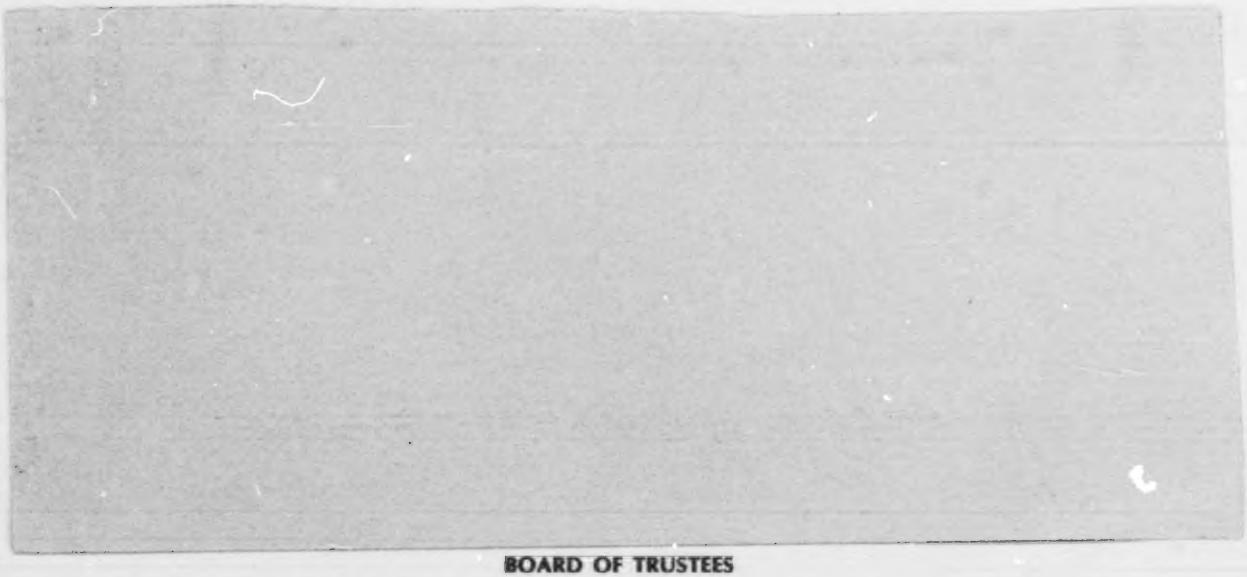

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Dr. Freda M. Holley

EVALUATION DESIGN

1977-78

ESEA Title I Migrant Program
November 15, 1977

David Doss
Evaluator

Paula Matuszek, Ph.D.
Senior Evaluator

Josefina Stecker
Evaluation Assistant

Carol Pankratz
Data Analyst

Larry Chretien
Evaluation Assistant

Kelly Jordan
Secretary

Approved: Freda M Holley
Freda M. Holley, Ph.D.
Coordinator of Research and Evaluation

Publication Number: 77-10

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PROGRAM STAFF

The following Austin Independent School District staff members are responsible for the implementation of the Title I Migrant Program.

Oscar Cantu
Title I/Title I Migrant Administrator

Jose Mata
Migrant Coordinator

Kathleen Bryan R.N.
Migrant Pediatric Nurse Practitioner

Frank Martinez
Migrant Parent Involvement Specialist

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I

EVALUATION DESIGN REVIEW FORM

The following persons have been provided with an opportunity to review and to make comments on pertinent sections of this design.

Mauro Reyna, Assistant Superintendent
Division of Educational Development

Lawrence Buford,
Director of Secondary Education

M. G. Bowden,
Director of Elementary Education

Lee Laws,
Director of Developmental Programs

Oscar Cantu,
Title I/Title I Migrant Administrator

Jose Mata,
Migrant Program Coordinator

Kathleen Bryan,
Migrant Nurse

Frank Martinez,
Parent Involvement Specialist

John Belle,
Area Director

Carmen Gamboa,
Area Director

Roberta Hartung,
Area Director

Maud Sims, Assistant
Director of Secondary Education

Bertha Means,
Secondary Reading Coordinator

Margaret Ruska, Secondary
Language Arts Coordinator

Yolanda Leo,
Instructional Coordinator

Lucy Sahraie,
Instructional Coordinator

Timy Baranoff,
Instructional Coordinator

Ida Hunt,
Instructional Coordinator

La Vonne Rogers,
Instructional Coordinator

Elementary Principals
With a Migrant Teacher

Secondary Principals
With a Migrant Teacher

IIA

DECISION QUESTIONS ADDRESSED

A. System Level

1. Should AISD have a Migrant Program?

2. Should coordination with other programs in AISD be improved?

B. Program Level

3. Should the academic areas addressed by the Migrant Program at grades K-12 be changed?

4. Should the Bilingual Early Childhood Program developed by the Southwest Educational Development Laboratory be retained as the curriculum for the pre-kindergarten program?

5. Should the ancillary services offered to migrant students be expanded or modified?

6. Should the current recruitment procedures be expanded or modified?

7. Should the parental involvement program be expanded or modified?

8. Should there be improved procedures for providing information about the Migrant Program to the schools in the following areas:

   a. identification of migrant students,
   b. services available to migrant students, and
   c. how migrant students qualify for ancillary services?

9. Should staff development be expanded or modified?

DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
A. System-Level				
1. Should AISD have a Migrant Program?	Feb. 15	Jan. 15	1-1. Did the Migrant Program meet its achievement objectives for 1977-78?	a) DECP Mastery Tests b) Boehm Test of Basic Concepts c) California Achievement Tests
			1-2. What is the achievement level of migrant students?	a) Boehm Test of Basic Concepts b) Metropolitan Readiness Test c) California Achievement Tests d) Sequential Tests of Educational Progress e) Test of Basic Experiences-General Concepts Test.
			1-3. How many migrant students are enrolled in the District by school and grade?	a) Migrant Student Master List
			1-4. Where do migrant students migrate?	a) Eligibility/Identification Form b) Migrant Parent Interview
			1-5. What percentage of their students do Migrant teachers think do not meet the definition of a migrant student?	a) Migrant Teacher Interview
2. Should coordination with other programs in AISD be improved?	May 15	May 1	2-1. How many migrant students are not receiving instructional services provided by a Migrant teacher?	a) Compensatory Programs Master List
			2-2. How many migrant students who are not receiving the instructional services provided by a Migrant teacher are being served by another instructional program?	a) Compensatory Programs Master List

IIB

DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			2-3. How many migrant students were served by more than one compensatory instructional program?	a) Compensatory Programs Master List
			2-4. How do the administrators and coordinators of the programs within AISD think coordination can be improved?	a) DDP Staff Questionnaire b) Title I Evaluation Report c) State Compensatory Education Evaluation Report
B. Program Level				
3. Should the academic areas addressed by the Migrant Program at grades K-12 be changed?	Feb. 15	Jan. 15	3-1. Did the Migrant Program meet its achievement objectives at grades K-12?	a) Boehm Test of Basic Concepts b) California Achievement Tests
			3-2. What is the achievement level of migrant students?	a) Boehm Test of Basic Concepts b) Metropolitan Readiness Test c) California Achievement Tests d) Sequential Tests of Educational Progress e) Test of Basic Experiences-General Concepts Test
			3-3. How is Oral Language Development being implemented in the classroom?	a) Classroom Observations (Grades 6-12) b) Random Checks of Teacher Records on Individual Students
			3-4. How is Spanish being used in the Migrant Program classrooms?	a) Classroom Observations
			3-5. What academic areas do the Migrant teachers think the Migrant Program should address?	a) Migrant Teacher Interview
			3-6. What academic areas do the parents of migrant students think the Migrant Program should address?	a) Migrant Parent Interview

IIB

DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
4. Should the Bilingual Early Childhood Program developed by the Southwest Educational Development Laboratory be retained as the curriculum for the pre-kindergarten program?	Feb. 15	Jan. 15	4-1. How much time do the students spend in BECP activities?	a) Classroom Observations
			4-2. How is Spanish used in the pre-kindergarten classroom?	a) Classroom Observations
			4-3. How are differences in language dominance accommodated in the pre-kindergarten classroom?	a) Classroom Observations b) Migrant Teacher Interview
			4-4. Did the Migrant Program meet its achievement objective at the pre-kindergarten level?	a) BECP Mastery Tests
			4-5. How does the achelvement of migrant pre-kindergarten students compare that of other low income pre-kindergarten students?	a) Test of Basic Experiences-General Concepts Test
5. Should the ancillary services offered to migrant students be expanded or modified?	Feb. 15	Jan. 15	5-1. How many migrant students received clothing benefits (total, and by school and grade)?	a) Migrant Clothing Purchases Form
			5-2. What proportion of the funds for clothing were expended by April 30, 1978?	a) Migrant Clothing Purchases Form
			5-3. Did the migrant students with below average attendance in 1976-77 who received clothing improve their attendance more in 1977-78 than did below average attenders who did not?	a) 1976-77 Migrant Student Six Weeks Attendance Form b) 1977-78 Migrant Student Attendance Form c) Clothing Purchases Form
			5-4. How many contacts did the Migrant Program Nurse have with migrant students between July 1, 1977 and April 30, 1978?	a) Migrant Health Services Form

IIB

DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			5-5. What proportion of the contacts resulted in the identification of a health problem?	a) Migrant Health Services Form
			5-6. What sorts of problems were identified?	a) Migrant Health Services Form
			5-7. What outcomes (referrals handled by Migrant Nurse, etc.) were related to the identification of the above problem?	a) Migrant Health Services Form
			5-8. What proportion of the funds allocated for payment to physicians or dentists was expended by April 30, 1978?	a) Medical Expenses Form
			5-9. What proportion of the health referrals are paid for by the Migrant Program?	a) Migrant Health Services Form
			5-10. What other health services are available to the migrant students?	a) Discussion With Migrant Nurse and Others
			5-11. How many migrant students are not eligible for ancillary services because they are not served by a supplemental instructional program?	a) Compensatory Programs Master List
			5-12. Did the migrant students with below average attendance in 1976-77 who were referred to a physician or dentist in 1977-78 attend more in 1977-78 than did below average low attenders who were not referred for health care?	a) 1976-77 Migrant Student Six Weeks Attendance Form b) 1977-78 Migrant Student Attendance Form c) Medical Expenses Form
			5-13. Do the parents of migrant students think there should be a change in the ancillary services offered?	a) Migrant Parent Interview

IIB

DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			5-14. Do the Migrant teachers think there should be a change in the ancillary services offered?	a) Migrant Teacher Interview
6. Should current recruitment procedures be expanded or modified?	Feb. 15	Jan. 15	6-1. Where do migrant students migrate?	a) Eligibility/Identification Form b) Migrant Parent Interview
			6-2. What percentage of their students do Migrant teachers think do not meet the definition of a migrant student?	a) Migrant Teacher Interview
			6-3. How many recruitment visits did the parental involvement personnel make each month?	a) Parental Involvement Personnel Travel Logs
			6-4. How many students were recruited each month?	a) Eligibility/Identification Form
			6-5. How many migrant students are enrolled in the District by school and grade?	a) Migrant Student Master List
			6-6. Have the recruitment objectives stated in the Migrant Program Applications been met?	a) Eligibility/Identification Form
			6-7. How do the parents of migrant students think the current recruitment procedures should be expanded or modified?	a) Migrant Parent Interview
			6-8. How do Migrant teachers think the current recruitment procedures should be expanded or modified?	a) Migrant Teacher Interview
7. Should the parental involvement program be expanded or modified?	Feb. 15	Jan. 15	7-1. Has a Parent Advisory Council (PAC) been established at each campus served by the Migrant Program?	a) Local Campus PAC Agendas b) Local Campus PAC Minutes c) Local Campus PAC Attendance Rosters

IIB

DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			7-2. Have the parents in each attendance area selected members of the local council and representatives to the Districtwide PAC?	a) Local Campus PAC Agendas b) Local Campus PAC Minutes
			7-3. Have migrant parents been selected as local council members and as Districtwide PAC representatives in schools with combined Title I/Title I Migrant PACs?	a) Local Campus PAC Agendas b) Local Campus PAC Minutes
			7-4. Has the District provided the local campus and Districtwide PACs with the training and documents required by federal regulations?	a) Districtwide PAC Agendas b) Districtwide PAC Minutes c) Districtwide PAC Officer Interview
			7-5. Has the Districtwide PAC been given an opportunity to advise the District on the development of the 1978-79 Migrant Program Application in accordance with federal guidelines?	a) Districtwide PAC Agendas b) Districtwide PAC Minutes c) Districtwide PAC Officer Interview
			7-6. Have more migrant parents attended the District PAC meetings in 1977-78 than in 1976-77?	a) Districtwide PAC Attendance Roster
8. Should there be improved procedures for providing information about the Migrant Program to the schools in the following areas: a. identification of migrant students b. services available to migrant students, and c. how migrant students qualify for ancillary services?	May 15	May 1	8-1. How much do school personnel know about the Migrant Program?	a) School Personnel Questionnaire b) Principal With a Migrant Teacher Interview c) Migrant Teacher Interview
			8-2. How is information currently disseminated to the schools?	a) Principal With a Migrant Teacher Interview b) School Personnel Questionnaire c) Migrant Teacher Interview

IIB

DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			8-3. How do the principals with a Migrant teacher think the dissemination of information can be improved?	a) Principal With a Migrant Teacher Interview
			8-4. How do the Migrant teachers think the dissemination of information can be improved?	a) Migrant Teacher Interview
9. Should staff development be expanded or modified?	Feb. 15	Jan. 15	9-1. How many staff development sessions were sponsored by the Migrant Program?	a) Teacher Workshop Reaction Form
			9-2. How effective are the staff development workshops sponsored by the Migrant Program?	a) Teacher Workshop Reaction Form
			9-3. In what additional staff development activities were Migrant Program personnel involved?	a) Staff Development Participation Form

IIIA

PROGRAM SUMMARY

The Title I - Migrant Program is a rapidly growing, federally funded program within the Austin Independent School District which is designed to meet the unique needs of the District's migrant students. Funds to aid in the education of migrant students are made available to the states based on the number of students who are home-based within each state. The Texas Education Agency then allocates the Texas funds to local districts based on district need and program quality. Both currently migratory and formerly migratory children may be served by the Migrant Program. A currently migratory child is one (a) whose parent or guardian is a migratory agricultural worker or migratory fisherman and (b) who has within the past twelve months moved from one school district into another in order to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity." The term "agricultural activity" means "any activity related to crop production (including preparing soil and storing, curing, canning, or freezing of crops); any activity related to the production and processing of milk, poultry, and livestock (for human consumption); and any operation involved in forest nurseries and fish farms." A formerly migratory child is one who has migrated within the last five years.

The initial level of funding for the Migrant Program in 1976-77 was about $240,000. At mid-year more funds became available and funding rose to almost $390,000. For the 1977-78 school year, the funding level has again risen, this time to slightly more than $540,000.

The activities of the Migrant program are centered around

a) recruitment and parental involvement,
b) an instructional program from pre-kindergarten through high school, and
c) health and clothing support services.

Recruitment and Parental Involvement

It is the responsibility of the Migrant Parent Involvement Specialist, five community representatives, and two Migrant Student Record Transfer System (MSTRS) clerks to see that all migrant students in the District are registered with the program each year. In order to be eligible for the services provided by the Program, the parents of the students must complete a Certificate of Eligibility/Identification. In signing this form the parents certify that their children have met the definition of a migrant student. Using the previous year's list of migrant students and other sources, the Parent Involvement Specialist and community representatives begin making home visits to register students prior to the beginning of the school year. When the Eligibility/Identification forms have been completed, they are sent by the MSRTS clerks to the Region XIII Education Service Center for entry into the MSRTS data bank in Little Rock, Arkansas. In addition, the MSRTS clerks see that educational and health information in the data bank

is updated on a periodic basis and maintain lists of registered migrant students by family and by school.

The Migrant Program is also required by federal guidelines to establish Parent Advisory Councils at each local campus with a Migrant teacher and for the District as a whole. The PACs provide the parents of migrant students and other community members with an opportunity to learn more about the Migrant Program (its purpose and what it offers) and a mechanism for advising the District in its operation of the program and its planning for the future. It is the responsibility of the Parent Involvement Specialist and the community representatives to see that the PACs are established and operate in accordance with federal regulations.

Instructional Program

Pre-kindergarten: The Migrant Program currently has six pre-kindergarten classes, one more than last year. The pre-kindergarten program is for students four years old. The current campuses with pre-k classes are Oak Springs, Mathews, Metz, Brooke, Brentwood, and St. Elmo. Each pre-k classroom is staffed with a teacher, and an instructional aide. The pre-kindergarten program uses a bilingual curriculum developed by the Southwest Educational Development Laboratory.

Grades K-5: Because the District has a number of compensatory education programs at the K-5 level, most migrant students are assumed to be served by these programs. At one school, Ortega, where the concentration of migrant students is relatively large, the migrant students will be served not by Title I but by a Migrant teacher. The instructional emphasis will be Oral/Written Communication through Vocabulary in Action, the Title I instructional model adopted by Ortega.

Grade 6: The Migrant Program will have one Migrant teacher at the Travis Heights Sixth Grade School this year. There the instructional emphasis will also be on Oral/Written Communication. Migrant sixth graders at Allan and Martin will also be served by the Migrant teachers at their campuses. There the instructional emphasis will be on Oral Language Development.

Grades 7-12: The instructional emphasis at grades 7-12 will be Oral Language Development. The teachers at this level will be using A Guide to Oral Language in the Migrant Program developed by the Migrant Program last summer. Secondary Migrant teachers for 1977-78 will be found at Allan, Fulmore, and Martin Junior Highs and at Travis and Johnston (two teachers) High Schools. Migrant students at other schools are expected to be served by other compensatory programs.

Health and Clothing Services

The Migrant Program also provides health and clothing benefits to migrant students who are in need of them. To receive the benefits, however, the students must be served by a compensatory education program such as the Migrant Program, Title I Regular, or the Title VII Bilingual Program. The

Pediatric Nurse Practitioner employed by the Migrant Program screens and examines migrant students and makes referrals to physicians and dentists as needed. Funds from the Migrant Program are used to pay physician and dentist fees, lab fees, and to purchase glasses.

Clothing can also be provided to Migrant students as the need arises. This is usually handled through the community representatives upon the recommendation of the Migrant teachers.

IIIB

EVALUATION SUMMARY

The evaluation of the Migrant Program for 1977-78 has two main functions:

a) to collect and disseminate information relevant to the decision questions outlined in this document, and
b) to report to the Texas Education Agency through interim and final evaluation reports on how well the Migrant Program is meeting its stated objectives.

In carrying out these functions the Migrant Evaluation will collect three basic types of data; needs assessment data, process data, and outcome data. The needs assessment data will include such things as how many migrant students are enrolled in the District and where, what their achievement levels are this year, and the degree to which migrant students are being served by other compensatory programs.

Process data provides information about how well the activities proposed for the Program are being implemented. Data in this category include parent, teacher, and principal interviews, classroom observations, analyses of parent involvement personnel travel logs, and PAC meeting records.

The outcome data will indicate the extent to which the Migrant Program has had an impact on the achievement of migrant students. The California Achievement Tests and the mastery tests of the Bilingual Early Childhood Program will be the measures used.

IV

INFORMATION SOURCES SUMMARY

INFORMATION SOURCE	POPULATION	EVALUATION QUESTIONS REFERENCED	DATE COLLECTED	ANALYSIS TECHNIQUES	REMARKS
1. BECP Mastery Tests	Migrant pre-kindergarten students.	1-1,4-4	September through April	Frequency distribution of number of items correct for each Mastery Test completed.	Will be given by teachers at the close of each group of units.
2. Boehm Test of Basic Concepts	Migrant kindergarten students in Title I schools.	1-1,1-2,3-1 3-2	September and February	Frequency distribution of raw scores and computation of a mean and median. Conversion to percentile ranking.	
3. Metropolitan Readiness Test	First grade migrant students.	1-2,3-2	September	Frequency distribution of raw scores and computation of mean and median. Conversion to percentile ranking.	
4. California Achievement Tests	All migrant students served by a Migrant teacher, grades 2-12 (pretest). All migrant students grades 1-12 (post-test).	1-1,1-2 3-1,3-2	October February April	Frequency distribution of gains in grade equivalents by grade and computation of a mean and median gain by grade. Computation of mean and median raw scores by grade and conversion to percentile ranking. Computation by grade of average gain in grade equivalents per month of instruction.	
5. Sequential Tests of Educational Progress	All migrant students in grades 9-12.	1-2,3-2	April	Frequency distribution and computation by grade of mean and median raw scores. Conversion to percentile ranking.	
6. Test of Basic Experiences General Concepts Test	All migrant pre-kindergarten students and the four-year-olds at the Rosewood-Zaragosa Day Care Center.	4-5	November and April	Comparisons of migrant and non-migrant students. Exact analysis will be determined by pre-test differences.	To be given by teacher with aides and ORE staff as proctors.

IV

INFORMATION SOURCES SUMMARY

INFORMATION SOURCE	POPULATION	EVALUATION QUESTIONS REFERENCED	DATA COLLECTED	ANALYSIS TECHNIQUES	REMARKS
7. Classroom Observations	All pre-kindergarten and secondary (6-12) Migrant teacher's classrooms.	3-3,3-4 4-1,4-2 4-3	October through April	To be determined.	
8. 1976-77 Migrant Students Six Weeks Attendance Form	All migrant students served by a Migrant teacher.	5-3,5-12	1976-77 school year	Identification of below average attenders in 1976-77.	
9. 1977-78 Migrant Student Attendance Form	All migrant students served by a Migrant teacher.	3-3,5-3 5-12	September through April	Comparison of low attenders who did and did not receive clothing and health benefits on percent attendance (number of days present divided by number of days enrolled).	
10. Teacher Records on Individual Students	Records kept by Migrant teachers for the diagnostic/ prescriptive approach.	3-3	October through April	To be determined.	
11. School Personnel Questionnaire	A sample of principals, councelors, teachers, etc. in schools with migrant students.	8-1,8-2	October	Frequency distribution and computation of means for items where appropriate. Comparisons of responses from schools with a Migrant teacher and schools without a Migrant teacher.	
12. Migrant Teacher Interview	All Migrant teachers.	1-5,3-8,4-3, 5-14,6-2,6-8, 8-1,8-2,8-4	November	Frequency distribution.	
13. Principal With a Migrant Teacher Interview	All principals with a Migrant teacher.	8-1,8-2,8-3	November	Frequency distribution.	

IV

INFORMATION SOURCES SUMMARY

INFORMATION SOURCE	POPULATION	EVALUATION QUESTIONS REFERENCED	DATE COLLECTED	ANALYSIS TECHNIQUES	REMARKS
14. Migrant Parent Interview	A sample of parents of migrant students.	1-4,3-10 5-13,6-1,6-7	January	Frequency distribution.	
15. Eligibility/Identification Form	All migrant students.	1-4,6-1 6-4,6-6	July through April	Frequency distribution.	
16. Migrant Student Master List	All migrant students.	1-3,6-5	July through April	Frequency distribution.	
17. Compensatory Programs Master List	All students served by AISD compensatory education programs.	2-1,2-3,2-4 2-5,3-5,3-6 3-7,5-11	September through April	Counts of students served by programs and combinations of programs.	
18. Teacher Workshop Reaction Form	Migrant teachers.	9-1,9-2	August through April	Frequency distribution, computation of means and comparisons with norms.	
19. Parent Involvement Personnel Travel Logs	Parent involvement staff.	6-3	July through April	Count of home visits per month.	
20. Local Campus PAC Agendas	N/A	7-1,7-2,7-3	September through April	Inspection.	
21. Local Campus PAC Minutes	N/A	7-1,7-2,7-3	September through April	Inspection.	

IV

INFORMATION SOURCES SUMMARY

INFORMATION SOURCE	POPULATION	EVALUATION QUESTIONS REFERENCED	DATE COLLECTED	ANALYSIS TECHNIQUES	REMARKS
22. Local Campus PAC Attendance Rosters	Parents attending local campus PAC meetings.	7-1	September through April	Count of number attending.	
23. Districtwide PAC Agendas	N/A	7-4,7-5	July through April	Inspection.	
24. Districtwide PAC Minutes	N/A	7-4,7-5	July through April	Inspection.	
25. Districtwide PAC Attendance Rosters	All migrant parents attending Districtwide PAC meetings.	7-6	July through April	Count of number attending.	
26. District PAC Officer Interview	Districtwide PAC officers.	7-4,7-5	April	Frequency distribution.	
27. Clothing Purchases Form	All students receiving clothing.	5-1,5-2,5-3	July through April	Frequency distribution, computation of mean. Total by month. Also used in comparing attendance of low attenders who do and do not receive clothing.	
28. Migrant Health Services Form	All students served by the Migrant Program Nurse	5-4,5-5,5-6 5-7,5-9	July through April	Frequency distribution, cross-tabulation.	

IV

INFORMATION SOURCES SUMMARY

INFORMATION SOURCE	POPULATION	EVALUATION QUESTIONS REFERENCED	DATE COLLECTED	ANALYSIS TECHNIQUES	REMARKS
29. Medical Expenses Form	All students for whom medical expenses were paid.	5-8,5-12	July through April	Frequency distribution, total by month, and computation of a mean. Also used in comparing attendance of attenders who do and do not receive health benefits.	
30. DDP Staff Questionnaire	Administrators and coordinators of programs within DDP.	2-2	January	Frequency distribution.	
31. Staff Development Participation Form	Migrant teachers.	9-3	October through March	Frequency distribution.	
32. Title I Final Evaluation Report		2-2			
33. State Compensatory Education Final Evaluation Report		2-2			

V

SUMMARY OF DATA TO BE COLLECTED IN THE SCHOOLS

A. Students

Sept. - April

1. Bilingual Early Childhood Program (BECP) Mastery Tests: Administered to the participants in the pre-kindergarten program at the end of the units that they cover. A pretest is also given prior to the first eight units.
2. California Achievement Tests: Pretests administered to all migrant students in grades 2-12 who are served by a Migrant teacher. Grades 2-6 are given the full reading section. Grades 7-12 are given the vocabulary test only. Students missing the initial testing will be tested in December. Posttests will be given to students in grades 4-12 in April. Testing will be done by the Migrant teacher with assistance provided by ORE staff.

November

3. Tests of Basic Experiences - General Concepts Test: Given to all pre-kindergarten and four-year-old Rosewood-Zaragosa students in November and April. Group administration by the teacher with ORE personnel acting as proctors. Training with a practice test is provided by the teacher prior to testing.

B. Teachers

October - April

1. Classroom Observations: Approximately 80 full-day observations in classes taught by Migrant teachers. Observations will be by ORE staff.
2. Migrant Teacher Interview: Administered by ORE staff. Requires about 30 minutes to one hour.
3. Migrant Teacher Records: Teacher testing for academic placement and usage of the diagnostic/prescriptive approach will be monitored through the Migrant teacher's records on individual students.
4. 1977-78 Migrant Student Attendance Form: To be completed by the Migrant teachers at the end of each six weeks.
5. School Personnel Questionnaire: To be sent to a sample of teachers in schools that have migrant students.

C. Principals

December - January

1. Principal With a Migrant Teacher Interview: Interviews with principals with a Migrant teacher. Will require about 20 minutes.
2. School Personnel Questionnaire: To be sent to principals who have migrant students in their schools.

D. Other School Staff

Undetermined

1. School Personnel Questionnaire: To be sent to school staff (e.g., assistant principals, counselors, registrars, secretaries, etc.) in schools with migrant students.

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EVALUATION TIME RESOURCES ALLOCATION SUMMARY

ACTIVITY	COORDINATOR	SENIOR EVALUATOR	EVALUATOR	DATA ANALYST	EVALUATION ASSISTANT	SECRETARY
A. Design	.5	5	15	-	5	8
B. Information Sources						
1. BECP Mastery Tests	-	.5	2	1	4.5	.5
2. Boehm Test of Basic Concepts	-	-	.25	3	-	-
3. Metropolitan Readiness Test	-	-	.25	3	-	-
4. California Achievement Tests	-	1	10	10	3.5	2
5. Sequential Tests of Educational Progress	-	-	.5	3	-	-
6. Test of Basic Experiences	-	3	10	-	-	3.5
7. Classroom Observations	-	1	5	8	100	3
8. 1976-77 Migrant Student Six Weeks Attendance Form	-	-	.5	3	-	-
9. 1977-78 Migrant Student Attendance Form	-	-	1	3	2	1
10. Teacher Records For Individual Students	-	-	1	-	5	-
11. School Personnel Questionnaire	-	.5	5	-	2.5	3
12. Migrant Teacher Interview	-	.5	7	-	-	1
13. Principal With a Migrant Teacher Interview	-	.5	7	-	-	1
14. Migrant Parent Interview	-	1	4	-	10	1
15. Eligibility/Identification Form	-	-	3	7	2.5	-
16. Migrant Student Master List	-	-	3	3	4	-
17. Compensatory Programs Master List	-	.5	4	10	-	-
18. Teacher Workshop Reaction Form	-	-	1	-	6	.5

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EVALUATION TIME RESOURCES ALLOCATION SUMMARY

ACTIVITY	COORDINATOR	SENIOR EVALUATOR	EVALUATOR	DATA ANALYST	EVALUATION ASSISTANT	SECRETARY
19. Parent Involvement Personnel Travel Logs	-	-	2	-	2	-
20. Local Campus PAC Agendas	-	-	.25	-	-	-
21. Local Campus PAC Minutes	-	-	.25	-	-	-
22. Local Campus PAC Attendance Rosters	-	-	.25	-	.5	-
23. Districtwide PAC Agendas	-	-	.25	-	-	-
24. Districtwide PAC Minutes	-	-	.25	-	-	-
25. Districtwide PAC Attendance Rosters	-	-	.25	-	.5	-
26. Districtwide PAC Officers Interview	-	1	5	-	-	1
27. Migrant Clothing Purchases Form	-	-	3	-	3	.5
28. Migrant Health Services Form	-	-	3	4	3	.5
29. Medical Expenses Form	-	-	2	-	3	.5
30. DDP Staff Questionnaire	-	1	3	-	-	1
31. Staff Development Participation Form	-	-	1	-	2	.5
C. Interim Dissemination Not in Design	.5	5	20	-	2	15
D. Final Report	1	10	60	-	44	26
E. Other Dissemination	1	5	15	-	3	6

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EVALUATION TIME RESOURCES ALLOCATION SUMMARY

ACTIVITY	COORDINATOR	SENIOR EVALUATOR	EVALUATOR	DATA ANALYST	EVALUATION ASSISTANT	SECRETARY
F. Administrative and Other Indirect Time Costs	4	17	35	1.5	4	20
G. Total	7	52.2	230	59.5	212	95.5